

Kim, S., Bowman, N. A., Ingleby, L., Ford, D., & Sibouih, C. (2021). Promoting Educational Success: Which GEAR UP Services Lead to Postsecondary Enrollment and Persistence?. *Educational Policy*, 35(1), 101-130. <https://doi.org/10.1177/0895904818813301>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal program designed to promote postsecondary readiness and success among low-income students. Some evidence suggests that this program promotes college enrollment and persistence, but GEAR UP may include a wide variety of services, and it is unclear which ones actually contribute to these apparent overall effects. The present study investigates this issue using doubly robust propensity score analyses to provide stronger causal conclusions. Four general service types and seven specific services were examined; the results provide important implications for GEAR UP and other programs designed to promote postsecondary attainment.

Kim, S., Beverly, S. P., & Ro, H. K. (2020). How Many Latinas in STEM Benefit from High-Impact Practices? Examining Participation by Social Class and Immigrant Status. In E. M. Gonzalez, F. Fernandez, & M. S. Wilson (Eds.), *An Asset-Based Approach to Advancing Latina Students in STEM: Increasing Resilience, Participation, and Success* (pp.75- 93). Routledge. <https://doi.org/10.4324/9781003002758-7>

In this chapter, we seek to identify ways to support STEM Latina students with different backgrounds through High-Impact Practice (HIP) participation. Existing research indicates that HIP participation is positively related to student learning outcomes, which appear to be particularly beneficial for racially minoritized students. While HIP participation can have positive effects on racially minoritized students in STEM disciplines, most research does not focus on Latinas or within group differences among Latinas. We analyzed a multi-institutional data set, the Student Experience in the Research University (SERU) survey, and found that participation in HIPs by Latina STEM students varies by social class and immigrant status. We offer implications to both practitioners and faculty to engage Latina STEM students in HIPs, which may support their trajectory toward completing a STEM degree.

Kim, S., & Bowman, N. A. (2019, March). What's in a Name? The Impact of Divergent Definitions of First-Generation College Students. *Teachers College Record*. Retrieved from <https://www.tcrecord.org/content.asp?contentid=22689>

Higher education research has frequently identified disparities between first-generation college students and continuing-generation students in terms of college experiences and success. However, researchers and policymakers have used various definitions to indicate first-generation status, which can lead to confusion and may even affect the results of studies on this topic. In this paper, we considered how the use of divergent definitions of first-generation college students may influence the findings of research on college student experiences and outcomes. Using the Beginning Postsecondary Students Longitudinal Study: 2012-2014 (BPS:12/14), we conducted

regression analyses to examine the relationship between the measurement of parental education and various outcome measures, including college experiences, satisfaction, academic confidence, grades, retention, and persistence. Choosing divergent definitions of first-generation status frequently affected the results, and the differential findings did not have a consistent, predictable pattern. Therefore, researchers should provide a clear description of how they define first-generation status as well as a rationale for using that definition.

Ro, H. K., Kim, S., & Bergom, I. (2019). Political Engagement among Undergraduate Women of Color. *Journal of Student Affairs Research and Practice*, 56(5), 564-581.
<https://doi.org/10.1080/19496591.2019.1669453>

Drawing from an intersectionality framework, we studied political engagement among undergraduate women of Color. Using multi-institutional data, we examined how women students' race/ethnicity and community service and service learning experiences related to involvement in political campaigns, political efficacy, and voting in the 2016 presidential election. We found that women of Color were less engaged politically along these measures, compared to White women. We offer implications for student affairs practitioners.

Bowman, N. A., Kim, S., Ingleby, L., Ford, D., & Sibaouih, C. (2018). Improving College Access at Low-Income High Schools? The Impact of GEAR UP Iowa on Postsecondary Enrollment and Persistence. *Educational Evaluation and Policy Analysis*, 40(3), 399-419.
<https://doi.org/10.3102/0162373718778133>

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federal program designed to promote college access and success for students from low-income backgrounds. Although some literature has examined K–12 outcomes, little research has explored the extent to which GEAR UP achieves its intended postsecondary objectives. The present study used a difference-in-differences design with a sample of 17,605 students to explore the impact of GEAR UP Iowa on college enrollment and persistence. The findings indicate that GEAR UP Iowa promotes the college enrollment of high school graduates by 3 to 4 percentage points, whereas it appears to have no effect on college persistence. Results are similar regardless of students' socioeconomic status, race/ ethnicity, sex, and K–12 special education status.